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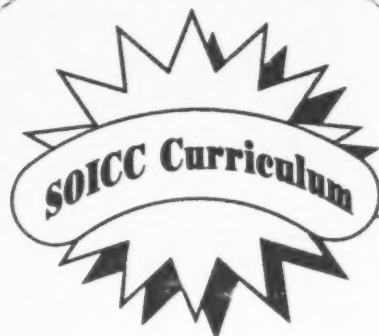
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ABSTRACT

This curriculum guide contains 15 lessons based on competency areas and indicators from the National Career Development Guidelines. They address competencies in each of the three developmental areas outlined in the guidelines: self-knowledge, educational and occupational exploration, and career planning. The lessons were designed using a collaborative learning model that promotes skill development in areas that employers value: cooperation, interpersonal and written communication, teamwork, taking responsibility, leadership, creative thinking, and goal setting. The lessons cover the following topics: relating values to careers; skills assessment; relating skills to careers; self-assessment; education/training paths; resumes; cover letters; interviewing skills; practice interviews; the job search; and crossword puzzle. Each lesson has the following components: competency statement, grade level, time allowance, group size, rationale, objectives, materials, procedures, evaluation, and follow-up. Appendixes are as follows: (1) National Career Development Guidelines, Competencies, and Indicators; (2) an exercise for prioritizing values; and (3) a curriculum feedback form. (KC)

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JOB NOTES '91 Curriculum

*A career development unit addressing competency statements
from the National Career Development Guidelines*

By

Judith D. Randall, M.Ed., CAGS
Career Development Specialist

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JOB NOTES '91 Curriculum

Grades 9 – 12

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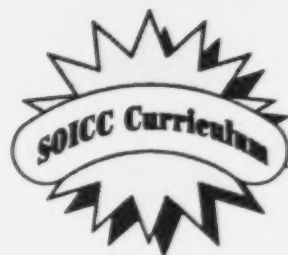
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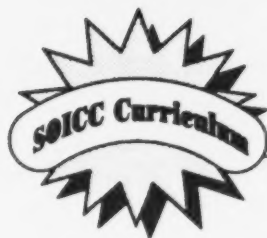


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INTRODUCTION

Teachers and counselors have consistently reported that the efficacy of the *JOB NOTES* tabloid would be increased if curriculum activities were written to accompany it. In response to this request, the *JOB NOTES '90 Curriculum*, a seven lesson unit, was written. It was disseminated to New Hampshire teachers and counselors last year. This year's *JOB NOTES '91 Curriculum* contains fifteen lessons. Last year's lessons have been rewritten to be compatible with this year's *JOB NOTES '91* tabloid and eight additional lessons have been added. The fifteen lessons are outcome based, thus, each one lists competency areas and indicators from the *National Career Development Guidelines* (see Appendix A). They address competencies in each of the three developmental areas outlined in the *Guidelines* — Self-Knowledge, Educational and Occupational Exploration, and Career Planning.

The lessons were designed using a collaborative learning model. This model promotes skill development in areas that many employers prize, i.e., cooperation, interpersonal and written communication, teamwork, taking responsibility, leadership, creative thinking, and goal-setting. In addition, in an attempt to meet the diverse learning styles of students, a variety of teaching strategies have been used in the process of the lessons. We hope the unit is of assistance to counselors and teachers in their work with students. A feedback form has been included at the end of the unit (Appendix C); please fill it out and return it. It will be helpful next year when we are making decisions about writing new curricula. We are pleased to present this unit to assist you in your work with students as they engage the career development process.

Judith D. Randall 10/91
Career Development Specialist



Lesson 1 – Relating Your Values to Careers

COMPETENCY STATEMENT:	Self-Knowledge
	<u>Competency 1: Understanding the influence of a positive self-concept.</u>
	Indicator 2. Demonstrate the ability to use peer feedback.
	Indicator 3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
GRADE LEVEL:	9-12
TIME ALLOWANCE:	One class period.
SIZE OF GROUP:	25-30



RATIONALE:	A thorough career planning process requires that individuals combine self-knowledge with information about careers.
OBJECTIVES:	Students will take a values inventory. Students will relate values to job titles.
MATERIALS:	<i>Career Planning Table</i> (pp. 9-20); JOB NOTES '91 articles, <i>Beyond the New Basic Skills</i> (p. 5), and <i>Working for Yourself</i> (p. 27) [This article contains a list of things that entrepreneurs value in their work]; <i>Work Values Inventory</i> (p. 4); <i>Job Titles as Related to Values</i> (p. 6); empty folders titled "SOICC Curriculum" — one for each student; <i>Activity Feedback Form</i> handouts (p. 7).
PROCEDURES:	Preassign <i>Working for Yourself</i> and <i>Beyond the New Basic Skills</i>. Open the lesson by saying, <i>You may have noticed as you read Working for Yourself that the listing of things entrepreneurs have in common is primarily a list of values. In Beyond the New Basic Skills, the authors tell us —</i> <i>"America is moving into a value-driven economy. This will require individuals to understand how their actions are affected by their values."</i> Continue with, <i>Many people in the field of career development believe that working in a job that fulfills your values means that you will be a happier and more productive worker. If you understand how your values may be fulfilled in the world of</i>

(Continued)

work, you can balance your interests and skills with the work values you need for contentment in your job choice.

Hand out the *Work Values Inventory* and instruct them to fill it out. Allow 10-15 minutes to complete the inventory.

Give them a few minutes to review their results. Hand out *Job Titles as Related to Values*. Say, *Make a list of all the values to which you gave a number 4 — 'very important' rating. Now let's break down into pairs. Using your lists and the Career Planning Table on pp. 9-20, take turns, of ten minutes each, helping each other to come up with a list of job titles that would offer you the values you have on your 'very important' list.* Remind them that salary levels can help distinguish some values; level of education/training needed is an additional way to surface values. For example, if someone values an expensive life-style, they should be considering higher paying careers. Also, if someone does not enjoy advanced education they should not choose a career that requires lengthy academic preparation. Allow each pair a total of twenty minutes to complete their process. At the end of the first ten minutes remind them to switch helper/helpee roles so that both students have time to create their *Job Titles as Related to Values* lists.

They now have started a process of relating information about themselves with occupational information from the field. Have them come back to the big group and process the activity with them.

Sample process questions:

- How was that? Easy? Hard?
- What were some of your highly rated values?
- What does that tell you about yourself?
- How did you feel about the job titles you came up with?

Tell them to save the results of their *Work Values Inventory* and *Job Titles as Related to Values* and include them in their SOICC Curriculum folders.

Administer the *Activity Feedback Form*.

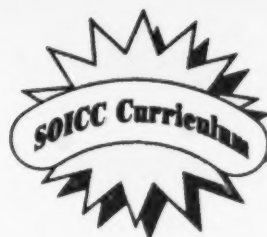
Students should be informed that they will be writing a paper for English class (see Lesson 4) using the data gathered in Lessons 1, 2 and 3.

Additional values assessment may be done using the following methods:

- *Prioritizing Your Values* exercise — see Appendix B (pp. 61-62). This exercise may be done in an individual counseling session or as a large group activity.
- Computerized programs — the values section in SIGI PLUS, Discover, etc.

EVALUATION:

FOLLOW-UP:



WORK VALUES INVENTORY

Listed below are many values that may be realized from work. Using the scale below, rate each value according to how important it is for you to realize the value in your work.

4) Very Important

2) Somewhat Important

3) Important

1) Not Important

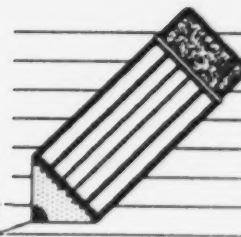
- ___ Influence: Exerting influence over others.
- ___ Creativity: Applying imagination and innovation.
- ___ Security: Stable, long-range employment and income.
- ___ Personal Affiliation: Personal sharing or personal support with co-workers.
- ___ Recognition: Recognized for achievements and accomplishments.
- ___ Help Others: Opportunity to make life better for others.
- ___ Personal Initiative: Using own ideas, judgments, and initiative.
- ___ Achievement: Completion of large, numerous, difficult, or challenging tasks or assignments.
- ___ Professional Affiliation: Opportunity to associate and share with other people having your occupational interests.
- ___ Money/Profit: Receipt of high income or other material benefit.
- ___ Intellect: Participating in intellectually demanding tasks.
- ___ Physical Activity: Participating in physical or athletic tasks or activities.
- ___ Variety: Involvement in differing and variable work tasks.
- ___ Structure: Working with concrete, well-defined procedures and goals.
- ___ Aesthetics: Appreciation and involvement in the beauty and emotions of ideas, events and things.
- ___ Knowledge: Advancement of personal abilities and knowledges.
- ___ Superiority: Achievements or results better than that of others.
- ___ Responsibility: Accountability for significant products or results.
- ___ Precision: Setting exact standards and realizing exact results.
- ___ Success: Achieving significant favorable outcome and results.
- ___ Routine: Following predictable, standardized procedures.
- ___ Excellence: Achieving high standards and quality.

- _____ Competition: Competing with others in a "win/lose" or "first/second place" situation.
- _____ Personal Contact: Relating personally to a significant number of people.
- _____ Intimacy: Attaining close personal relationships.
- _____ Risks: Working for high gain or result with accompanying possibility or chance of significant loss.
- _____ Cooperation: Sharing responsibility for completion of tasks with others.
- _____ Independence: Working independently on tasks.
- _____ Affect/Feeling: Awareness and expression of feeling.
- _____ Personal Growth: Developing and growing personally.
- _____ Concrete Results: Achieving identifiable or observable product or result.
- _____ The Theoretical: Identifying causes and effects, patterns and relationships.
- _____ Expertise: Recognized as knowledgeable in a field or subject.
- _____ Personal Time: Having enough time for yourself beyond the demands of your occupation.
- _____ Time Freedom: Maintaining your own work schedule.
- _____ Order: Following well-organized and ordered steps.
- _____ Completeness: Accomplishing a task totally and fully, completing every detail.
- _____ Fast Pace: Working with a fast rate of task assignment and accomplishment.
- _____ Change: Accepting, creating and/or working with significant changes in procedures.
- _____ Stability: Working with stable and well established procedures.
- _____ Sensitivity: Awareness of and attention to personal qualities and needs of people.

Use the space below to list and define any additional values important to you.

Review those values that received a 3 or 4 rating. Job/career options that support these values should be strongly considered in your career exploration process.

Used with permission: **Work Values Inventory** designed by J. David Carroll, 1979.

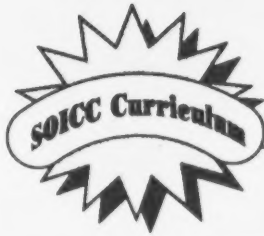


assessing your values

∞ JOB TITLES AS RELATED TO VALUES ∞

My highest totals were in the area(s) of _____ values.
Job titles that relate to these values include:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



~ ACTIVITY FEEDBACK FORM ~

This box is to be filled out by your teacher or counselor.

Lesson# _____ Activity Title _____

Name _____ Your Grade Level _____ Sex _____

1. The things I liked best about the activity were: (Check "✓" any/all appropriate responses)

- ☐ I enjoyed taking part in the activity.
- ☐ The leader explained the purpose of the activity.
- ☐ The leader explained things clearly.
- ☐ The leader listened to my questions and concerns.
- ☐ There was an appropriate amount of time for discussion.
- ☐ I found the information helpful.
- ☐ I found the teaching aids helped me to understand the activity (i.e., film strips, film, charts, audio/video, handouts, etc.)

2. I learned some ways to increase my abilities in this area ☐ Yes ☐ No

Comments (please explain): _____

3. My goal for this activity was _____

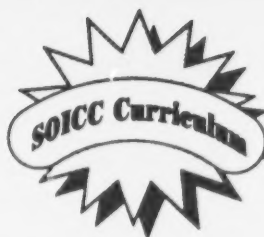
4. I would like to learn more about _____

5. I would recommend this activity to another student. ☐ Yes ☐ No

6. I would rate this activity as: ☐ Very Helpful ☐ Of Little Value
☐ Helpful ☐ Of No Value

7. I learned the following information about myself: _____

8. With this information I will now take responsibility to _____



Lesson 2 – Skills Assessment

COMPETENCY STATEMENT:	Self-Knowledge <u>Competency I: Understanding the influence of a positive self-concept.</u> Indicator 1. Identify and appreciate personal interests, abilities, and skills.
GRADE LEVEL:	9-12
TIME ALLOWANCE:	One class period.
SIZE OF GROUP:	25-30



RATIONALE:	Self-knowledge is one of the foundation blocks for the career planning process. Skills assessment is an important element of self-knowledge.
OBJECTIVES:	Students will assess skills used as students. Students will rate their strongest skill areas. Students will learn the difference between functional and transferable skills. Students will learn a process by which they may classify skills that are prized by employers.
MATERIALS:	JOB NOTES '91 articles, <i>Skills Workers Need for Future Survival</i> (p. 5), and <i>Beyond the New Basic Skills</i> (p. 5); <i>My Skills As A Student</i> handouts (p. 11); <i>Skills Finder</i> handouts (p. 13); <i>Assessing Your Skills Evaluation Form – Parts 1 and 2</i> handouts (p. 14).
PROCEDURE:	Preassign <i>Skills Workers Need for Future Survival</i> . Also, have them review <i>Beyond the New Basic Skills</i> from the assignment for Lesson 1. Open the discussion by asking students if they know the difference between 'functional' and 'transferable' skills. Assist the students in gaining an awareness of functional skills as those which require specific technical abilities or knowledge as they relate to a particular job. Examples of functional skills are: word processing, maintaining equipment, filing/record keeping, etc. Transferable skills are broadbased and allow a worker to transfer the abilities needed in one job to many jobs. These skills are often called basic skills and can be classified into three general skill areas that are highly prized by employers. These classifications are: communications, people, and problem-solving skills. Write the three skills columns on the board. Ask them to place some of the (Continued)

JOB NOTES '91 Curriculum - p. 8

skills mentioned in the article into each of the three classifications. See the sample list below.

<u>Communication</u>	<u>People</u>	<u>Problem-Solving</u>
Listening	Self-esteem	Learning to learn
Oral communication	Personal and career development skills	Creative thinking
	Teamwork	Goal setting/ motivation
	Negotiation	
	Leadership	
	Interpersonal Skills	

Now that the students have become familiar with the idea and method for identifying and classifying skills, you are ready to help them to do a more specific analysis of their own skills as they fit into these three transferable skills areas. (This lesson focuses on the identification of transferable skills but a similar process could be used to help them to identify their functional skills as well.)

Next, break the class down into pairs. Hand out *My Skills As A Student* to each student. (This handout must be copied as a two-sided sheet exactly as shown on pages 11 and 12.) *Instructions to students:* Explain that each student will take turns interviewing the other student. The interviewer will say, *Please list for me all the tasks you perform as a student.* These tasks should be listed beginning with an **action verb**! Have the interviewer write the student tasks on the *My Skills As A Student* sheet under the Student Tasks column 2. After 10 minutes, the interviewer and interviewee switch roles and repeat the process.

After the lists are completed, they should be exchanged so that each student has his/her own list of tasks. The leader then says, *You have just identified some of the skills you use as a student. Now let's see where these fit under the three skill areas we discussed earlier.* Ask students to look over their lists and code each skill as either a communication (C), people (P) or problem-solving (PS) skill. Place the code in the Letter Code column 1 to the left of the skill. Hand out the *Skills Finder*; tell students they can use this to help them with the coding. Next, have students turn over their skills sheets and fold on the dotted line as shown. Instruct them to turn their sheets back over again and fill in the new columns that have been added, i.e., Ratings (column 3) and Scores (column 4). Ask them to tally their totals.

Bring the big group back together and process the lesson.

Sample process questions:

- How was that? What was easy? What was hard?
- What did you learn about your role as a stu-

(Continued)

dent?

- Did you find that you rated particularly high in any one of the three areas?
- What does that tell you about yourself?
- What are some of the ways that you can use this information that you have just gathered about yourself? (Examples: choosing courses, selecting a major, choosing a career path for postsecondary education/training.)

Closure: Students should be reminded that this is just a beginning to identifying their skills. They can use the same process with other roles, i.e., athlete, summer job worker, person with a hobby, etc. Have students hand in their assessment sheets. You will want to review them and might like to make copies of them for your records. The students will use them in Lesson 3 — *Relating Your Skills to Careers* as the self-assessment continues in the next class meeting.

EVALUATION:

Administer *Assessing Your Skills Evaluation* — Parts 1 and 2 and collect them.

FOLLOW UP:

Additional articles in JOB NOTES '91 relating to SKILLS:

- *Want A Job? Graduate- Get the Skills You Need for the Future* (p. 1)
- *Vocational-Technical Education Gives Employers the Skills They Want* (p. 6)
- *Develop Good Decision-Making Skills* (p. 7)



Column 2

15

RATINGS Check one			Column 3			Column 4		
3	2	1	SCORES					
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
			C	P	PS			
TOTALS			C	P	PS			

I have strong ability in this area.

I have average ability in this area.

I have not yet developed ability in this area.

Enter the # from the RATINGS Column 3 next to the appropriate Skill area from Column 1.

FOLD ON DOTTED LINE



SKILLS FINDER

Relating skills to communication, people, and problem-solving skill areas.

DIRECTIONS: You can use these lists to assist you in filling out your *My Skills As A Student* form. Please don't feel limited by the list; you may come up with many skills that are not included here.

Communication Skills

Written:

- Writing reports
- Reading in preparation for writing
- Reporting information/ideas in writing
- Preparing résumés, cover letters and thank-you letters
- Filling out forms
- Keeping records

Verbal:

- Conversing in groups
- Making in-class presentations
- Reporting information/ideas verbally
- Discussing ideas in class
- Translating a foreign language
- Listening/hearing
- See also People Skills

People Skills

- Cooperating
- Persuading others
- Negotiating with others
- Supporting others
- Demonstrating to a group
- Entertaining
- Adapting to others
- Being sensitive to others
- Guiding/advising
- Directing others
- Explaining to others
- Informing others
- Motivating others
- Socializing
- Being thoughtful
- Working in a group or as part of a team
- Getting and delivering things
- Demonstrating leadership

Problem-Solving Skills

- Visualizing
- Having insight
- Interpreting feelings
- Observing
- Examining
- Research steps
 - Gathering data/information
 - Analyzing
 - Appraising
 - Synthesizing
 - Drawing conclusions
- Making decisions
- Being logical
- Using foresight
- Conceptualizing
- Evaluating
- Improving
- Reasoning
- Memorizing
- Learning to learn
- Thinking creatively
- Setting goals



☞ ASSESSING YOUR SKILLS EVALUATION FORM (PART 1) ☞

Name _____ Your Grade Level _____ Sex _____

1. The things I liked best about the activity were: (Check "✓" any/all appropriate responses)

- ☐ I enjoyed taking part in the activity.
- ☐ The leader explained the purpose of the activity.
- ☐ The leader explained things clearly.
- ☐ The leader listened to my questions and concerns.
- ☐ There was an appropriate amount of time for discussion.
- ☐ I found the information helpful.
- ☐ I found the teaching aids helped me to understand the activity (i.e., film strips, film, charts, audio/video, handouts, etc.)

2. I learned some ways to increase my abilities in this area. ☐ Yes ☐ No

Comments (please explain): _____

3. I would like to learn more about _____

4. I would recommend this activity to another student. ☐ Yes ☐ No

5. I would rate this activity as: ☐ Very Helpful ☐ Of Little Value
☐ Helpful ☐ Of No Value

☞ ASSESSING YOUR SKILLS EVALUATION FORM (PART 2) ☞

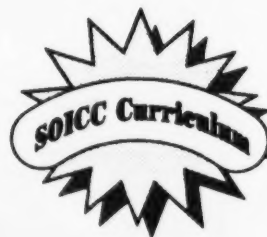
1. When assessing my skills as a student, I learned that my:

Communication skills are:	☐ Strong	☐ Average	☐ Need Improvement
People skills are:	☐ Strong	☐ Average	☐ Need Improvement
Problem solving skills are:	☐ Strong	☐ Average	☐ Need Improvement

2. My strongest skill area is _____

3. From this lesson I learned _____

4. With this information, I will take responsibility to _____



Lesson 3 – Relating Your Skills to Careers

COMPETENCY STATEMENT: **Self-Knowledge**

Competency I: Understanding the influence of a positive self-concept.

Indicator 1. Identify and appreciate personal interests, abilities, and skills.

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning.

Indicator 3. Describe how the skills developed in academic and vocational programs relate to career goals.

Indicator 4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

Indicator 5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.

GRADE LEVEL: 9-12

TIME ALLOWANCE: One class period.

SIZE OF GROUP: 25-30



RATIONALE: A thorough career planning process requires that individuals combine self-knowledge with information about careers.

OBJECTIVES: Students will learn how to relate their transferable skills to jobs.

MATERIALS: *My Skills As A Student* sheets from last week; Part 2 of the *Assessing Your Skills As A Student Evaluation Form* used in Lesson 2 (separate Part 2 from the *Assessing Your Skills As A Student Evaluation Form* by cutting the sheet on the dotted line. Retain Part 1 for your records. Part 2 will be used as a handout for this lesson); *Job Titles as Related to Skills* handouts (p. 17); *Activity Feedback Form* handouts (p. 7).

PROCEDURE: Open the lesson by saying, *Last time we worked on assessing communications, people, and problem-solving skills. Hand back Part 2 of Assessing Your Skills As A Student Evaluation Form. Give them a few minutes to review their results and*

(Continued)

say, *Look at your area of highest points.* Next, break them into pairs of people who have their highest totals in the same areas. Next, have them take a few minutes to go over the job descriptions in the *Career Planning Table* on pp. 9 -20 of JOB NOTES '91. Divide the pages of the *Career Planning Table* into two sections: pp. 9 -14 and pp. 15-20. Each student in the pair should review *one* of these sections and should highlight any phrases under the DESCRIPTION columns that relate to the communications, people, or problem-solving skills area **that their pair had as their highest total.** Each member of the pair then shares the results with the other member. Both students now have a list of jobs that relate to their most highly rated skill area. Ask them to enter these job titles in the *Job Titles As Related To Skills* sheet.

Have them come back to the big group. Process the activity with them:

Sample process questions:

- How was that? Easy? Hard?
- What were some of the jobs that related to communications skills? To people skills? To problem-solving skills?

As students call these out, the leader can write some examples on the board or just reinforce them verbally.

Closure: Say, *As we can see, many different kinds of jobs require communications skills (you could say people or problem-solving skills). That is why transferable skills are so important to employers.*

Now have them compare the *Job Titles As Related To Values* and *Job Titles As Related To Skills* lists. Ask them if there are job titles that are on both lists.

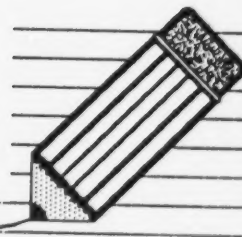
In closing, say, *You have started to gather information about yourself as it relates to careers. Place the results of today's work in your SOICC Curriculum folders.*

EVALUATION:

Administer the *Activity Feedback Form* (p. 7).

FOLLOW-UP:

See Lesson 4.

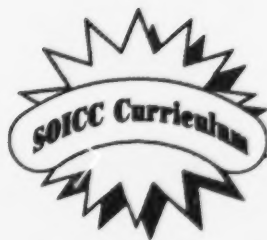


assessing your skills

∞ JOB TITLES AS RELATED TO SKILLS ∞

My highest total was in the area of _____ skills. Job titles that relate to this skill area include:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



*Lesson 4 – Assessing Myself for Career Planning-
A Paper for English Class*

COMPETENCY STATEMENT: **Educational and Occupational Exploration**
Competency IV: Understanding the relationship between educational achievement and career planning.
Indicator 4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Competency VI: Skills to locate, evaluate, and interpret career information.
Indicator 2. Demonstrate use of range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).

Career Planning
Competency IX: Skills to make decisions.
Indicator 1. Demonstrate responsibility for making tentative educational and occupational choices.
Indicator 5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Competency XII: Skills in Career Planning.
Indicator 8. Develop an individual career plan, updating information from earlier plans and including tentative decision to be implemented after high school.

GRADE LEVEL: 9-12
TIME ALLOWANCE: One week
SIZE OF GROUP: 25-30



RATIONALE:

1. Synthesizing the various elements of a research process involves using critical thinking skills. Writing a paper which shows this synthesis is a way of making the abstract process very concrete.

2. Students should be trained to see the consistencies and the inconsistencies in their interests, values, and skills as they relate to each other in the career planning process.

OBJECTIVES: Students will use data gathered in the *SOICC Curriculum* unit (Lessons 1, 2, and 3) to write a career development paper.

(Continued)

Students will realize the steps involved in good writing. Students will gain an awareness of the steps involved in the research process. Students will learn the importance of working on a career plan.

MATERIALS:

Assessment sheets from *SOICC Curriculum* folders; *Outline - Assessing Myself for Career Planning* for English class paper handouts (p. 20).

PROCEDURE:

If the *SOICC JOB NOTES '91 Curriculum* is being taught as a unit by a guidance counselor, apprenticeship director, work study/internship director, etc., it would be helpful to meet with an English teacher prior to beginning the unit to discuss how Lesson 4 could fit into the timing of the unit as a whole. Lessons 7 & 8 — *Résumés* (see 'Summary' on p. 30) and Lesson 9 — *Writing The Cover Letter* (p. 40) also infuse the career development process of this unit into other classes. One of the goals of this unit is to promote this partnership between teachers in various departments so that they may join in the shared responsibility of furthering the career development of their students.

English class- Once the data from Lessons 1, 2 and 3 has been gathered, the students are ready to write a paper entitled *Assessing Myself For Career Planning*. The outline of the paper should include, but not be limited to, the areas as listed on the instruction sheet (see p. 20).

EVALUATION:

In addition to grading the paper on "ordering" and developing coherent paragraphs, comparing and contrasting, topic sentences, punctuation etc., the paper should be graded for the steps in the research process—gathering data, organizing it, appraising it, synthesizing all pieces of the data, and finally, drawing conclusions. The results should be shared with the instructor who has been teaching the *SOICC Curriculum* unit.



OUTLINE – ASSESSING MYSELF FOR CAREER PLANNING

This outline was prepared to give you a structure from which to design your paper. Let your own individual creativity have a strong impact on your paper. Your paper should include, but not be limited to the following areas:

Introduction: Discuss your assessment from *SOICC Curriculum* Lessons 1, 2 and 3 in terms of which skill and values rated highest, next highest, and lowest. Include your personal reactions to the results of this assessment.

Results of Job Titles Relating List: Discuss the job titles that related to your highest rated skill area. What is your reaction to these job titles? Do any of them seem interesting to you? Do you need to gather more information about any of them in order to answer that question?

Relating the Results of the Values Inventory to Job Titles: How many job titles were left to consider in your career exploration process after you compared the *Job Titles As Related To Values* and *Job Titles As Related To Skills*?

Job Outlook and Wages: Using the *JOB NOTES '91 Career Planning Table*, discuss these aspects of the jobs you have on your list. How does having outlook and wage information about a job help you in your career planning?

Education/Training: Again, using the *JOB NOTES '91 Career Planning Table*, review the education/training necessary for the jobs on your list. What are your reactions to that new piece of information about the jobs that you were interested in as a result of assessing your skills and values? What does this education/training information mean in terms of your career planning?

Conclusions: Design a brief schematic depicting the career exploration process you used in *SOICC Curriculum* Lessons 1, 2 and 3. Choose one particular job from your list and track it through the career planning process. It should show each step at which you gained information about yourself and then later about occupations. It should also show how you *combined* those two areas of information to come up with some possible career options. In addition, it should show how you narrowed it down to one option to explore in more detail (through for example, job shadowing, the DOT, the *Occupational Outlook Handbook*, computerized career exploration programs such as, SIGI, Discover, GIS, CHOICES, career briefs, informational interviews with professionals, etc.). And, finally, it should show the education/training steps that are needed to prepare oneself for that particular job.*

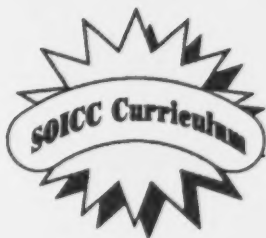
Summary: Use this section to list additional steps and resources to use in continuing the career planning process, i.e., what future steps would you like to take in order to make your career planning process complete?

**In lessons 1, 2 and 3, you have learned a method for exploring yourself and career goals that reflect your skills, and values. For the purposes of these lessons, the process has been simplified to include only skills and values, but a thorough process would certainly include interests as well. This interest assessment could then be used to inform you about career areas that would "fit" for you.*

Additional *JOB NOTES '91* articles that will provide resource material for you as you prepare your paper:

- *High Skills or Low Wages* – p. 6
- *Think Nontraditional* – p. 6
- *Earn While You Learn Through Apprenticeship* – p. 21
- *JNHG/OAP: Helping Students Plan for Life After High School* – p. 26
- *What You Should Know About Paying for College* – p. 25

JOB NOTES '91 Curriculum - p. 20



Lesson 5 – Education / Training Paths

COMPETENCY STATEMENT: **Educational and Occupational Exploration**
Competency IV: Understanding the relationship between educational achievement and career planning.
Indicator 3. Describe how skills developed in academic and vocational programs relate to career goals.
Indicator 4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

GRADE LEVEL: 9-12
TIME ALLOWANCE: One class period.
SIZE OF GROUP: 25-30



RATIONALE: It is necessary for students to gain an understanding of various education/training paths as they relate to career choice.

OBJECTIVES: Students will review six education/training paths. Students will relate career options to education/training paths. Students will review additional sources of career information regarding education/training.

MATERIALS: *Career Planning Table* (pp. 9-20); *Education / Training Path Tags* (p. 23); *Job Titles Tags* (p. 24); *Answer Key To Education / Training Paths* transparency originals (pp. 25-26); *Activity Feedback Form* handouts (p. 7).

PROCEDURE: Open the lesson by asking, *How many of you know what you will be doing immediately after graduation?* See raising of hands. *How many of you will get further education / training?* See raising of hands. *Let's list on the board the various education / training routes that exist beyond high school.*

Brainstorm this list:

1. Vocational/Technical Schools
2. Two-Year Colleges
3. Four-Year Colleges
4. Apprenticeships
5. Military
6. On-The-Job Training

(Continued)

Introduce the exercise with, *We're going to try an exercise which relates jobs to education/training paths after high school.* Choose six volunteers from the class to represent each of the six paths. Using the prepared *Education/Training Tags*, pin or tape *one* on each of the six volunteers. Send the volunteers to six separate places in the room.

Assign *each* of the remaining students a job title (see the *Job Title Tags* on p. 24) and pin or tape them to their shirts. Instruct the "jobs" to go to the correct "education/training path" person. After all the "jobs" have found their "paths", say, *OK, are you sure you want to stay where you are? You have ten seconds to move to another path if you think you should.* Now put the *Answer Key To Education/Training Paths* transparencies up on the projection screen. (Remind them that the job titles and the education/training paths were all found in the *Career Planning Table* on pp. 9-20 of *JOB NOTES '91*.) Now process with them by saying, *How was it? Easy? Hard? For those of you who thought it was hard, why was it? Now ask, How did you do? Ask for a show of hands as to who made the correct choice? ...the incorrect choice? For those who were in the wrong place, have them move to the correct "path".*

Closure: Say, *All these job titles came from the JOB NOTES '91 Career Planning Table. What if you wanted to find out about a job that was not listed in the Career Planning Table? Where would you go?*

Some possible sources:

- The *Dictionary of Occupational Titles*.
- The *Occupational Outlook Handbook*.
- Computerized career exploration programs.
- Counselors.
- Career information material in the guidance office.
- Informational Interviews with professionals in the field.

Administer the *Activity Feedback Form* (p. 7).

EVALUATION:



❧ EDUCATION/TRAINING PATHS TAGS ❧

DIRECTIONS: These education/training path tags should be reproduced on card stock so that you may cut them out for use in your lesson. You might want to laminate them before cutting to preserve them for future use.

VOCATIONAL/TECHNICAL SCHOOLS	FOUR-YEAR COLEGES and graduate schools
TWO-YEAR COLLEGES	APPRENTICESHIPS
MILITARY	ON-THE-JOB TRAINING



~ JOB TITLES TAGS ~

DIRECTIONS: Copy this sheet on card stock and cut out. You may want to laminate them before cutting to preserve them for future use.

AIRCRAFT MECHANIC	PHYSICIAN'S ASSISTANT	MECHANICAL ENGINEER
Amusement & Recreation Attendent	INSURANCE ADJUSTER	PAPER HANGER
BINDERY MACHINE OPERATOR	LAW CLERK	PARALEGAL
COUNSELOR	LAWYER	ROOFER
DENTIST	LIBRARIAN	LEGAL SECRETARY
SPEECH PATHOLOGIST	Emergency Medical TECHNICIAN	SMALL ENGINE SPECIALIST
ELECTRICIAN	SOCIAL WORKER	BUDGET ANALYST
Electrical & Electronic TECHNICIAN	TOOL & DIE MAKER	
GUIDE (TOURS & CRUISES)	Numerical Machine Tool Operator	

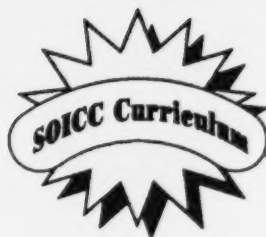


∞ EDUCATION/TRAINING PATHS ANSWER KEY ∞
 (Originals for Transparencies)

DIRECTIONS: If you chose any one of the Training Paths listed for your "job", you may rate yourself as having made a correct choice.

JOB TITLES	EDUCATION/TRAINING PATH
Aircraft Mechanic	Associate/Technical Degree Certificate Military Training Apprenticeship FAA License Required
Amusement & Recreation Attendant	On-The-Job Training
Bindery Machine Operator	On-The-Job Training
Budget Analyst	Associate/Technical Degree Bachelor's Degree Master's Degree
Counselor	Bachelor's Degree Master's Degree
Dentist	Master's Degree Doctorate Degree NH License Required
Electrician	Apprenticeship HS Vocational Education Associate/Technical Degree NH License Required
Electrical & Electronic Technician	HS Vocational Education Associate/Technical Degree
Emergency Medical Technician	Certificate Associate/Technical Degree NH License Required
Guide (Tours & Cruises)	On-The-Job Training
Insurance Adjuster	High School On-The-Job Training Associate/Technical Degree Bachelor's Degree NH License Required

JOB TITLES	EDUCATION/TRAINING PATH
Law Clerk	Certificate Associate/Technical Degree
Lawyer	Law Degree NH License Required
Legal Secretary	High School Certificate Associate/Technical Degree
Librarian, Professional	Bachelor's Degree Master's Degree
Mechanical Engineer	Bachelor's Degree Master's Degree NH License Required
Numerical Machine Tool Operator	HS Vocational Education On-the Job Training
Paper Hanger	On-The-Job Training Certificate Apprenticeship
Paralegal	Certificate Bachelor's Degree
Physician's Assistant	Associate/Technical Degree Bachelor's Degree NH License Required
Roofer	On-The-Job Training Apprenticeship HS Vocational Education Associate/Technical Degree
Small Engine Specialist	On-The-Job Training Apprenticeship HS Vocational Education Certificate
Social Worker	Associate/Technical Degree Bachelor's Degree NH License Required
Speech Pathologist	Master's Degree
Tool & Die Maker	On-The-Job Training Apprenticeship Certificate Associate/Technical Degree



Lessons 6 & 7 – Résumés

COMPETENCY STATEMENT:	Educational & Occupational Exploration <u>Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.</u> Indicator 4. Demonstrate skills in preparing a résumé and completing job applications.
GRADE LEVEL:	9-12
TIME ALLOWANCE:	Two 45 minute class periods.
SIZE OF GROUP:	25-30



RATIONALE:	It is important for students to learn how to write a résumé since it is one of the important steps in a job search. Productive résumé writing requires a student to go through a process of self-analysis and goal-setting.
OBJECTIVES:	Students will learn about chronological and combination résumés. Students will learn the techniques of résumé writing.
MATERIALS:	JOB NOTES '91 article, <i>Résumés That Put You Above the Crowd</i> , (p. A-2); <i>Do's and Don'ts of Résumé Writing</i> handouts (p. 31); <i>The Résumé</i> handouts (p. 32); overhead projector; transparency originals for: chronological résumé (p. 33), poorly written résumé (p. 34), and the rewritten résumé (p. 36); <i>Facilitator's Guide</i> for poorly written résumé (p. 35).
PROCEDURE:	This activity can be covered in two class periods. But it is important to allow adequate time for questions from the students during the two class periods. Résumé writing is very new for most students. Allowing time for them to interact with the instructor and their classmates during the question and answer periods will help them to master the concepts more readily. Preassign JOB NOTES '91 article, <i>Résumés That Put You Above the Crowd</i>. Ask the group how many of them have ever written a résumé. If there are any students who have written one, have them list some of the things that are needed on a résumé. Continue to brainstorm with the entire group about the things that are needed. (They should know about these from reading the article.) Introduce them to the idea that a résumé is really like an

advertisement and the résumé writer's skills and background are the product.

Now cover those things that should not be included and state why.

Do's and Don'ts of résumé writing:

Do

- make it one page long
- include your name, address and phone
- list work experience
- use action verbs to describe your skills
- include your education and training
- list any awards or leadership positions
- use 8 1/2"x11" bond paper
- use correct grammar
- make sure it is well-typed
- check for misspellings or typos!
- make your résumé visually appealing
- have it reproduced on off-white paper at a professional copy center
- order enough plain sheets of the same color paper for your cover letters

Don't

- list your age, weight, race, health, religion, etc.
- list *any* negative information
- include your nickname
- include a low GPA
- use brightly colored paper
- leave *unexplained* chronological blanks
- include personal information that is irrelevant to the job
- use abbreviations

Hand out the *Do's and Don'ts of Résumé Writing* for them to include in their SOICC Curriculum folders.

Hand out *The Résumé* (p. 32) and go over the basic parts. Take questions from the group. Have them put this handout in the folders as well.

(You may find this a good place to break for this first résumé lesson. If you do break here, at the start of the next class you may want to do a quick verbal quiz about the do's and don'ts of résumé writing just to refresh their memories and provide a transition into this lesson.)

Next, ask them about types of résumés. Using group process, come up with descriptions of the *chronological* and the *combination* résumé. The chronological format arranges work experience according to the dates of employment, in reverse chronological order. Put the transparency of the chronological résumé (p. 33) on the overhead projector. Refer to the transparency as you discuss the various aspects of the 'pros' of this format. Next, discuss the 'cons'. You might want to create a list of the pros and cons on the board so that visual learners (Continued)

will be more readily able to retain the information for later use.

Pros

- professional interviewers are most familiar with it.
- highlights a strong work history.
- easiest to prepare, since its content is structured by familiar dates, companies, and titles.
- a steady employment record (without much job hopping) is put in the best perspective.
- it provides the interviewer with a guide for discussing work experience.

Cons

- can starkly reveal employment gaps.
- may put undesired emphasis on job areas that an applicant wants to minimize.
- skill areas are difficult to spotlight unless they are reflected in the most recent job.

Now use the same process in discussing the *combination* résumé of Karen Gleason in JOB NOTES '91 (p. A-2). This format highlights skills and abilities used in previous employment, activities, and accomplishments. It splits skills into major 'skill banks.' Create the list of pros and cons for this format as well.

Pros

- good for someone who wants to highlight skills rather than work history. Gaps in employment history can be deemphasized.
- provides a good opportunity to emphasize applicant's most relevant skills and abilities.
- can be varied to emphasize chronology and de-emphasize functional descriptions, or vice versa.

Cons

- it is a little harder to prepare.
- it takes longer to read and an employer can lose interest unless it is very succinctly written and attractively laid out.

In summarizing the class up to this point, ask the group to call out some ways to provide visual highlighting in a résumé.

Examples are: bold type, spacing (use white space to help organize your text visually), script, underlining, and bullets. These visual highlights should bring out specific things that will get the employer's attention in that critical 30 seconds when they first start to read the résumé. Also, refer again to the idea of the résumé as an advertisement and say, *Remember to place things on the résumé in order of decreasing importance so that the employer reads all the most positive (and powerful) aspects of the candidates qualifications first. That way they have the most impact because that which we read first, we remember best.*

(Continued)

Now say, *Let's see how much has stayed with you from the discussion today.* Put the poorly written résumé (p. 34) transparency on the overhead projector and ask them to point out the things that are wrong with it (see the *Facilitator's Guide* on p. 35. This will assist you as you process with the group.) Next, put on the rewritten résumé (p. 36) transparency and say, *Here is what it could look like with the corrections made.* Take time for any questions they may have.

Summary — Tell them that you have arranged with the English teacher (or business education) to have them write a résumé as an assignment for that class. Suggest that they might want to use the handouts they received today to help them as they complete the résumé assignment for their English (or business education) class. Ask them to place a copy of the résumé (after it has been graded by the teacher) in the SOICC Curriculum folder.

(Make contact with the teacher prior to starting this unit as you did with the *Assessing Myself for Career Planning* paper in Lesson 4.)

EVALUATION:

Administer the *Activity Feedback Form* (p. 7).



~ DO'S AND DONT'S OF RÉSUMÉ WRITING ~

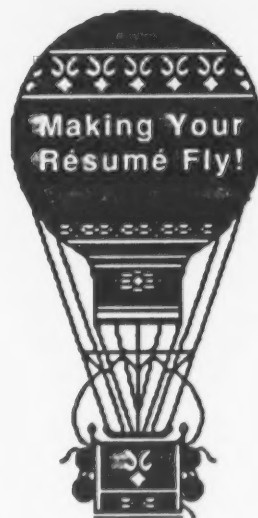
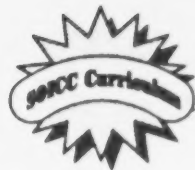


Do

- make it one page long
- include your name, address and phone
- list work experience
- use action verbs to describe your skills
- include your education and training
- list any awards or leadership positions
- use 8 ½"x11" bond paper
- use correct grammar
- make sure it is well-typed
- check for misspellings or typos!
- make your résumé visually appealing
- have it reproduced on off-white paper at a professional copy center
- order enough plain sheets of the same color paper for your cover letters

Don't

- list your age, weight, race, health, religion, etc.
- include your nickname
- include a low GPA
- use brightly colored paper
- leave *unexplained* chronological blanks
- include personal information that is irrelevant to the job
- use abbreviations
- list *any* negative information



∞ THE RÉSUMÉ ∞
(Basic parts)

- NAME:** Avoid nicknames.
- ADDRESS:** Include zip code and phone number.
- JOB OBJECTIVE:** Optional – include if you can be specific, otherwise, include it in your cover letter rather than on the résumé. It may be changed with each cover letter; you may tailor it to each position for which you apply.
- EDUCATION:** College or technical school, degrees earned and dates.
Optional – G.P.A. (only if it is 3.0 or above), honors, special courses.
- EXPERIENCE:** Paid and non-paid experiences that are relevant.
- BACKGROUND
AND/OR
INTERESTS:** Optional – include if relevant or of particular importance.
- PROFESSIONAL
AFFILIATIONS:** Membership in professional associations related to your field.
- REFERENCES:** Usually stated as being furnished upon request.

WILLIAM ATKINS

2 West Street
Greenland, NH 03840
(603) 555-1212

EDUCATION: A.A., 1991 - Administration, Blankford Community College
G.P.A. 3.2/4.0, Academic Honors

Activities:

- President of the Marketing Club, 2 years
- Vice-President of the Debate Club, 2 years
- Intramural Sports

EXPERIENCE:
1989-90

General Systems, Inc. - Manchester, New Hampshire

Paid Internship

- Supervised by the director of marketing.
- Created telemarketing plan.
- Exposed to all phases of sales and marketing.
- Prepared radio spots.
- Co-wrote annual marketing sales report.

Summers
1988 & 1989

Acme Maritime - Manchester, New Hampshire
Salesperson

- Provided direct sales for maritime supplies to the public.
- Ordered stocks.
- Set up displays.
- Promoted to floor supervisor during Summer of 1989.

Summers
1986 & 87

Camp Arrowhead - Cape Cod, Massachusetts
Sailing Instructor

- Taught youths aged 9-14 sailing basics.

REFERENCES: Will be furnished upon request.

TRANSPARENCY ORIGINAL - POORLY WRITTEN RESUME

Jane Jones
2 Park St.
Concord, NH 03301

Height - 5'5"
Weight - 122 lbs.
Excellent Health
Single

Education: B.S., 1990 Mechanical Engineering, UNH

Experience:

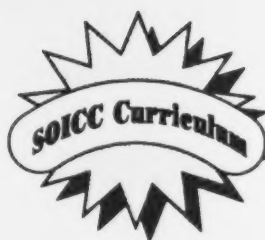
1989-90 Corrington Engineering Co.
Boston, MA
Engineering Assistant/Intern

Summers Harper's Plumbing Supplies
1988-89 Laconia, NH
Sales Clerk

Summers Shaw's Supermarket
1987-88 Laconia, NH
Cashier

Summers Camp Abenaki
1986-87 Westville, VT
Counselor

Personal: Enjoy movies, sports, hiking, shop-
ping, bridge, horseback riding.



~ FACILITATOR'S GUIDE ~

① Jane Jones
2 Park St.
Concord, NH 03301

② Height - 5'5"
Weight - 122 lbs.
Excellent Health
Single

③ Education: B.S., 1990 Mechanical Engineering, UNH ⑤

③ Experience: 1989-90 ④ Corrington Engineering Co.
Boston, MA

1988-89 ⑥ Engineering Assistant/Intern
⑦ Harper's Plumbing Supplies
Laconia, NH

1987-88 ⑥ Sales Clerk
⑦ Shaw's Supermarket
Laconia, NH

Summers ⑥ Cashier
⑦ Camp Abenaki
1980-87 Westville, VT

⑥ Counselor ⑦

⑧ Personal: Enjoy movies, sports, hiking, shopping,
bridge, horseback riding.

⑨ ⑩

- ① Name not highlighted. Phone number missing
- ② Personal data inappropriate.
- ③ Each of the basic parts of the résumé should be done in bold highlights.
- ④ Typos/misspellings.
- ⑤ Do not abbreviate.
- ⑥ Job titles should be highlighted to sepa-

rate them visually from the name of the company.

- ⑦ Job duties or skills written out with action verbs missing.
- ⑧ Personal information inappropriate.
- ⑨ Reference section missing.
- ⑩ In general, résumé is visually unappealing.

JANE JONES

2 Park St.
Concord, NH 03301
(643) 555-1212

EDUCATION:

B.S., 1990 Mechanical Engineering, University of New Hampshire
15 credit hours in Electrical Engineering
G.P.A. - 3.0/4.0

Activities

- Mechanical Engineering Club
- Outing Club
- Intramural Sports

EXPERIENCE:

1989-90

Corrington Engineering Co.

Boston, Massachusetts

Engineering Assistant/Intern

- Tested and evaluated control systems for industrial heating and air conditioning systems.
- Assisted in design and development of new control system that achieved a 35% energy savings in hospital air conditioning system.
- Completed other assignments in specifications review and project engineering.

Summers
1988-89

Harper's Plumbing Supplies

Laconia, New Hampshire

Sales Clerk

- Provided direct service to customers.
- Left in charge of store during owner's absence.

Summers
1987-88

Shaw's Supermarket

Laconia, New Hampshire

Cashier

Summers
1986-87

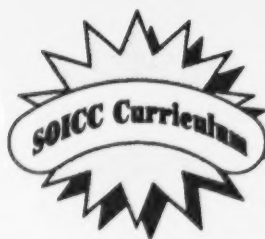
Camp Abenaki

Westville, Vermont

Counselor

- Counseled youths, ages 9-13
- Taught swimming and crafts.
- Organized and lead hikes.

REFERENCES: Furnished upon request.



Lesson 8 – The Cover Letter

COMPETENCY STATEMENT: **Educational and Occupational Exploration**
Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.
Indicator 4. Demonstrate skills in preparing a résumé and completing job applications.

GRADE LEVEL: 9-12
TIME ALLOWANCE: One class period
SIZE OF GROUP: 25-30



RATIONALE: Learning skills to gain and keep jobs is important to a student's total career development process.

OBJECTIVES: Students will learn about the three parts of a cover letter. Students will learn the basics of cover letter writing.

MATERIALS: JOB NOTES '91 article, *Cover Letters That Make The Right Impression* (p. A-2); *Sample Cover Letter* handouts (p. 39).

PROCEDURE: Preassign *Cover Letters That Make the Right Impression*. Brainstorm with the group the three purposes of a cover letter as listed in the article. List them on the board.

- It explains the purpose of sending your résumé, i.e., it introduces your résumé.
- It gets the employer interested in your résumé. It makes him/her want to read through your résumé to further check out your background and qualifications.
- It targets the résumé to a specific position or career field. It helps the employer to see the relationship between your skills and background and a particular job in his/her company.

In summarizing these three purposes, the facilitator may wish to remind students that, *In a sense, the résumé is like an advertisement and the product it is trying to sell is you!* The cover letter introduces the résumé and prompts the employer to look for certain aspects of the candidate's abilities and background in the résumé that will be useful to his/her company. Hand out the *Sample Cover Letter* and facilitate a discussion

by asking the students to indicate how each of the requirements listed under 'the opening', 'the body', and 'the closing' are being met in the sample letter. Next review and explain the five tips on cover letter writing. Take any final questions from the group.

Wrap up by telling them that they will be writing a cover letter in their English (or business education class). Tell them to include the *Sample Cover Letter* handout in their SOICC Curriculum folders; they will find it useful when completing their upcoming cover letter writing assignment.

Administer the *Activity Feedback Form* (p. 7).

See Lesson 9.

EVALUATION:

FOLLOW-UP:



❧ SAMPLE COVER LETTER ❧

William Atkins
2 West Street
Greenland, NH 03840
May 10, 1991

Martha Johnson
Director of Marketing
Ames Boat Company
76 Monroe Street
Sailtown, MA 10000

The Opening

- Try to capture the employer's interest.
- Mention where you heard about their company.
- If applying for a specific job, state the title of the position.

Dear Ms. Johnson:

In June I will have completed my Associate of Arts in Administration from Robert's College. Having read in *Sail Magazine* about your company's expansion into telemarketing, I am interested in speaking with you regarding a position in your marketing department.

The Body

- Direct the employer's attention to the background and skills outlined in your résumé that makes you particularly suited for the job.
- Include any special skills that would further qualify you.

Through my Administration major I gained skills in marketing and promotion. During my senior year internship with General Systems, Inc., I was able to design a marketing strategy that was adopted by their telemarketing division. In addition, while owning a 28' sailboat, I have been able to gain further knowledge which I believe would be helpful in the boat building industry.

My enclosed résumé outlines additional marketing experience that was gained during school projects and summer jobs. As president of our school's marketing club, I have enjoyed working as a team member and am experienced in giving and following directions.

The Closing

- Put the responsibility on *yourself* to follow up for an appointment.
- Use phrases such as "get together" or "meet with you" instead of "interview."

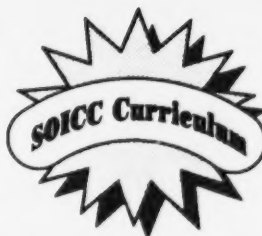
I would like to meet with you to discuss my qualifications. I will call you next week to discuss when we might get together. Thank you for your attention.

Sincerely yours,

William Atkins

Tips on Writing a Cover Letter

1. Your cover letter should be no longer than one page.
2. It should be an introduction to your résumé, not a review of it.
3. It should be simple and direct, with no typos, grammatical, or spelling errors.
4. Use a quality 8 ½"x11" bond paper, preferably the same kind of stock you used for your résumé.
5. Keep copies of all your correspondence for future reference.



Lesson 9 – Writing The Cover Letter

COMPETENCY STATEMENT: **Educational and Occupational Exploration**
Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.
Indicator 4. Demonstrate skills in preparing a résumé and completing job applications.

GRADE LEVEL: 9-12
TIME ALLOWANCE: One class period
SIZE OF GROUP: 25-30



RATIONALE: Learning skills to gain and keep jobs is important to a student's total career development process. Learning how to complete job hunting correspondence is an important part of the job search.

OBJECTIVES: Students will review the basics of cover letter writing. Students will write a cover letter.

MATERIALS: JOB NOTES '91 article, *Cover Letters That Make The Right Impression* (p. A-2); Sample Cover Letter handouts (p. 39).

PROCEDURE: (See Procedures section under Lesson 4 on p.19.) Arrange to have the teacher in the English or the business education class assign the writing of a cover letter as part of their coursework. Discuss this entire unit with him/her and work out the timing of the cover letter assignment so that it will come the week following Lesson 9 — *The Cover Letter*.

EVALUATION: Grading results should be shared with the instructor who has been teaching the SOICC Curriculum unit. Students are asked to place a copy of their cover letter in the SOICC Curriculum folder.



Lessons 10 & 11 – Interviewing Skills

COMPETENCY STATEMENT: **Educational and Occupational Exploration**
Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs.
Indicator 3. Demonstrate skills and behaviors necessary for a successful job interview.

GRADE LEVEL: 9-12

TIME ALLOWANCE: Two 45 minute class periods.

SIZE OF GROUP: 25-30



RATIONALE: Practicing the art of interviewing is good preparation for learning to interview for a job or college admissions.

OBJECTIVES: Students will learn about the three phases of interview preparation. Students will learn correct interview behaviors. Students will practice interviewing.

MATERIALS: JOB NOTES '91 articles, *Confidence: The Key to a Good Job Interview* and *Interviews Involve Common Questions* (p. A-3), *What Qualities in Employees Irritate Bosses the Most?* (p. A-4), and *The Employer's View* (p. A-1); *Interview Behaviors* ✓ List handouts (p. 44); *Sample List of Interview Questions* handouts (p. 45); *Activity Feedback Form* handouts (p. 7).

PROCEDURE: Preassign *Confidence: The Key to a Good Job Interview*, *Interviews Involve Common Questions*, and *The Employer's View*.

Open the lesson by discussing the importance of the interview in obtaining a job (you could talk about summer jobs and also college admissions interviews as well). Brainstorm with the class about the things that are necessary to do "before the interview." Write them on the board (you can ask for a volunteer from the class to do the board work). "Before the interview" points listed in *Confidence: The Key to a Good Job Interview* under 'Know the Company' should be covered. Students may come up with additional points as well. Save this "before" list on the board and go on to part two of the brainstorm, "during the interview". This "during" list is covered in the same article under 'Face to Face' and 'How to

Handle a Less-Than-Perfect Job History'. It should be saved on the board too. Complete the brainstorming with an "after the interview" list. The article's sections on 'We'll get back to You', and 'Say Thank You in Writing' cover these points. Save this list as well.

Now break the group down into pairs. Have them:

1. Take on roles—one will be a job seeker; the other will be an employer.

2. The job seeker must designate a job for which s/he is interviewing. Remind them that they have already gained information about a particular job in Lesson 3 so that would be a good one to choose.

3. Now have them prepare a six minute interview to present before the class. The interview must contain at least 6 correct interview behaviors and 3 or 4 incorrect interview behaviors (remind them about the lists on the board). You may also provide the *Sample List of Interview Questions* to help them prepare their interview role-play. They must jointly produce a sheet listing the interview questions followed by answers by the interviewee and any non-verbal behaviors as well. They must denote in writing the 6 correct and the 3-4 incorrect interview behaviors (see sample below).

Sample:

Correct behavior {

EMPLOYER: Where did you hear about our company?

JOB SEEKER: I heard about your company from my uncle and also from my school counselor. I read about your company in the career center at our school.

Incorrect behavior {

EMPLOYER: I would like to see your résumé. Did you bring a copy with you?

JOB SEEKER: Oh, ...ah no I didn't, but I can mail you one tomorrow.

After the pairs have completed their write-ups and preparation for the role-plays, bring the big group back together. Hand out the *Interview Behaviors ✓ List*. Ask for volunteers from the class to present their interview role-plays. As the pairs present, the rest of the class fills out the *Interview Behaviors ✓ List* and must try to figure out the incorrect interview behaviors. After the role-play is completed, have the presenters lead the class in a brief discussion of the *incorrect* interview behaviors. This should be followed by a brief discussion of the *correct* interview behaviors.

Continue with as many role-plays as time allows. Give everyone who wants to present the chance. This might take more than the two class periods. Collect all papers that were co-produced during the initial pairs planning time so that you will be able to see if *all* students (even the ones who didn't get to present before the class) understand correct and incorrect inter-

(Continued)

EVALUATION:

FOLLOW-UP:

view behaviors.

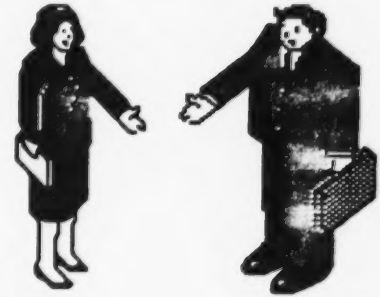
Administer the *Activity Feedback Form* (p. 7).

See Part 1 of *Lesson 12 — Practice Interviews*.

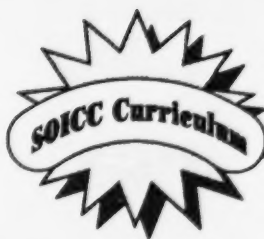


∞ INTERVIEW BEHAVIORS ✓ LIST ∞

- ___ Greeted the interviewer by name and shook hands.
- ___ Maintained good eye contact during the interview.
- ___ Acted in a professional manner.
- ___ Acted relaxed but attentive.
- ___ Answered each question with more than one word answers.
- ___ Knew about the position and its requirements.
- ___ Was able to relate his/her background to the requirements of the job.
- ___ Maintained good posture during the interview.
- ___ Refrained from asking about salary during this first interview. (It's usually dealt with in the second interview.)
- ___ Asked some questions of the interviewer.
- ___ Thanked the interviewer at the close of the interview.



Other comments and/or incorrect interview behaviors _____



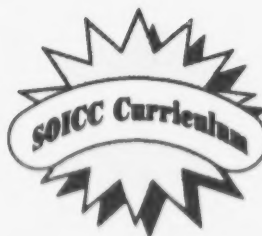
☞ SAMPLE LIST OF INTERVIEW QUESTIONS ☞

- Where did you go to high school (college, graduate school, etc.)?
- What kind of student were you?
- What would you change about your school years if you could?
- How were your grades?
- What courses did you especially like? Why?
- What courses did you especially dislike? Why?
- Why did you choose you major?
- Describe your strengths?
- Describe your weaknesses.
- Tell me about yourself?
- What kind of salary are you looking for?
- What was the best job you ever held? Why?
- Who was your least favorite supervisor? Why?
- Why should we hire you?
- List three adjectives that describe you.
- What accomplishment are you most proud of and why?
- Why are you leaving your current position?
- What can you contribute to our firm?

Questions to Ask the Interviewer

- What are some of the areas your firm is looking at for growth and expansion?
- What would be the ideal background for this position?
- What would you be expecting from me in my first year?
- Who would I be working with in this position?
- What are some of the challenges I would face?
- Also see *Interviews Involve Common Questions* on p. A-3 of the JOB NOTES '91 Pull-Out Supplement.

Adapted from **Common Interview Questions List** by Karen Brownell, 1986.



Lesson 12 – Practice Interviews

COMPETENCY STATEMENT:	Educational and Occupational Exploration <u>Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs.</u> Indicator 3. Demonstrate skills and behaviors necessary for a successful job interview.
GRADE LEVEL:	9-12
TIME ALLOWANCE:	Part 1 requires approximately one hour to set up the interview, take the interview, and write a thank-you letter. Part 2 requires one class period.
SIZE OF GROUP:	25-30



RATIONALE:	Students who practice interviewing with employers out in the field will gain a clearer perspective on what an actual job interview in the future would be like.
OBJECTIVES:	Students will do a practice interview with an employer out in the field. Students will receive feedback from employers about their interview skills. Students will review what they have learned about interviewing.
MATERIALS:	Employer information contact sheets for each student; <i>Employer's Interview Rating Form</i> handouts (p. 4); <i>Activity Feedback Form</i> handouts (p. 7).
PROCEDURE:	Part 1—Homework and out-of-class exercise <i>Instructor task to be done prior to this lesson assignment:</i> Based on the papers completed in Lesson 4 for the English class, find employers (or teachers) who could conduct an accurate 15-20 minute interview for each of the jobs chosen by the students in your class. Contact information, complete with the phone number, must be prepared for each student so that s/he will be able to contact the employer on his/her own to arrange for the interview. Prepare students for Part 1 of this lesson by saying, <i>We have practiced interviewing behaviors in class. Now we are going outside the classroom to try out what we have learned.</i> Assign each student to an employer. Hand out the employer contact sheets and instruct students to meet with employers for a 15-20 minute practice interview. Remind them to study their

(Continued)

Interview Behaviors ✓ List and the JOB NOTES '91 articles assigned at the beginning of Lessons 8 & 9 in preparation for this interview. Instruct them to write the employer a thank-you letter **within one day following the interview.**

Tell them that they will be rated by the employer following the interview.* Show them a copy of the *Employer's Interview Rating Form* so that they can see the interview behaviors on which they will be rated.

*You as the teacher/counselor conducting the lesson will send each employer the *Employer's Interview Rating Form*. These forms will be mailed back to you following the interview. You will share the results with students individually or in groups *before* the beginning of Part 2 of Lesson 10.

Part 2 — In-class time.

Ask the class to think about something each of them has learned (or something that was difficult for them, i.e., an incorrect interview behavior) from their out-of-class interview experience. These learnings could come from a variety of sources: initial reactions after the interview, ways to prepare better, feedback on the *Employer's Interview Rating Form*, discussions with parents/friends, etc.

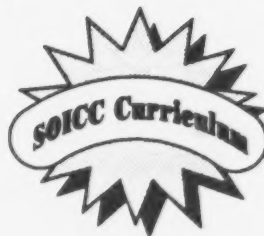
Now ask students to volunteer a sentence or phrase describing a learning or difficulty they experienced while interviewing. Write them on the blackboard. Tell them it's OK if there are some duplications.

As you go down through each of the phrases on the board, ask the student who wrote it to speak about it. Clarify if the student feels OK about it now or does s/he need some more suggestions from the class about how to deal with an incorrect interview behavior. Give everyone, who would like to, a chance to speak.

Closure: Bring the lesson to a close by reemphasizing the three stages of the interview as outlined in *Confidence: The Key to a Good Job Interview* in JOB NOTES '91. Helping students to understand the necessity of adequate preparation *before* the interview, as well as appropriate follow up *after* the interview, is important to their overall conceptualization of the interview process.

EVALUATION:

Administer the *Activity Feedback Form* (p. 7).



EMPLOYER'S INTERVIEW RATING FORM

Dear _____:

You have been matched with _____ who would like to do a practice interview for the position of _____ (job title).

Please rate the student you interviewed by putting a check mark in the appropriate space. A **blank space means the student did not perform that behavior.**

Please wait *three days* following the interview (students will be writing thank-you letters) and then mail the form back promptly.

THANK YOU for helping our students as they learn about the various stages of the career planning process! This feedback will be shared with the students to further assist them in their career planning.



- ___ Arrived on time for the interview.
- ___ Was dressed appropriately.
- ___ Was well prepared for the interview—knew about the company.
- ___ Knew about requirements of the job.
- ___ Was able to draw a connection between his/her skills, interests etc. and the job.
- ___ Acted in a professional manner.
- ___ Came to the interview unaccompanied.
- ___ Brought up inappropriate personal information.
- ___ Talked too much.
- ___ Talked too little.
- ___ Brought a note pad for jotting down information that came out of the interview.
- ___ Asked questions either during the interview or at the close of the interview.
- ___ Wrote a follow up thank-you letter.

Please use the space below to make any comments that you feel would be helpful to the student you interviewed.

Please mail this form back to: _____

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Lesson 13 – The Job Search, Part I

COMPETENCY STATEMENT: Educational and Occupational Exploration
Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs.

Indicator 1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

GRADE LEVEL: 9-12

TIME ALLOWANCE: One class period

SIZE OF GROUP: 25-30



RATIONALE: It is important to a productive job search that students learn job search strategies. In addition, students should learn the importance of preparing in advance for the job search.

OBJECTIVES: Students will learn about traditional and nontraditional job search methods. Students will practice creating a job search resource list. Students will gain an awareness of the home-work and advance preparation necessary to a productive job search.

MATERIALS: JOB NOTES '91 articles, *Job Search Strategies* (p. A-1), *Confidence: The Key to a Good Job Interview* (p. A-3) and *Maintaining Your Job Search Momentum* (p. A-4)

PROCEDURE: Preassign *Job Search Strategies*, *Confidence: The Key to a Good Job Interview*, and *Maintaining Your Job Search Momentum*. Begin the lesson by asking *What are some of the things you would do to find a job?* They should have some suggestions as a result of having read the assigned articles. List these on the board and discuss each as necessary. Job search methods can be divided into two categories — traditional and nontraditional. As students call out the methods, put them in one of the two lists (see below). Help them to flesh out the lists, especially the nontraditional methods, by including suggestions from the lists below.

Job Search Methods:

Traditional

- help wanted ads
- help wanted notices on bulletin boards
- employment agencies

(Continued)

- personnel departments
- Department of Employment Security
- blind mailing out of résumés
- yellow pages of the phone book
- computer job banks

Nontraditional — A more active approach

- Make your personal network work for you
- do informational interviews to gather information and to establish contacts in the field
- your local Chamber of Commerce
- labor unions
- direct contact with the employer
- news and feature articles
- watch for new construction— a new company will be hiring
- professional associations of the field in which you're interested
- professional trade journals and newsletters
- attending conventions that offer job interviews with employers (AACD is an example of a large national association that provides this service)

After the lists have been completed and discussed, tell them that since only 20% of the jobs that are filled every year in this country are ever advertised, using traditional job search methods should take up only about 20% of a job searcher's time. In order to reach that 80% of unadvertised jobs, one should use nontraditional job search methods for the other 80% of the time spent on their job search. Refer them again to the assigned articles and reinforce the importance of using their personal networks.

Next, help them to compile a list of resources to assist them in the job search. (See the section on 'research tips' in *Confidence: The Key to a Good Job Interview*, p. A-3) A short sample list is provided below. Add any resources that are specific to your geographic area. The idea is to help the students to see the necessity of doing homework before engaging in the job search. If they can understand the steps in this process, they will have a more productive job search once they start actively working on it.

- The Standard Periodical Directory (to find the trade journals of a number of fields)
- Encyclopedia of Associations
- Guide to American Directories
- The Dun & Bradstreet Reference Book
- Fitch Corporations Manual
- Poor's Register of Directors and Executives
- Thomas' Register of American Manufacturer's
- Patterson's Guides
- Made in New Hampshire

EVALUATION:

Administer the *Activity Feedback Form* (p. 7).

FOLLOW-UP:

Additional articles in JOB NOTES '91 relating to employment and the job search:

(Continued)

- *You Can Create Your Own Image in Any Job (p. A-4)*
- *Your First Day on the Job (p. A-4)*



Lesson 14 – The Job Search — Part II

COMPETENCY STATEMENT: Educational & Occupational Exploration
Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.

Indicator 1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Indicator 8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.

GRADE LEVEL: 9-12

TIME ALLOWANCE: **Part 1**— Allow 1½ hours to tour the NHES Office and complete the *NHES Services Form*. **Part 2** will require approximately 20 minutes for each group to co-present in class.

SIZE OF GROUP: 25-30



RATIONALE: Students who are exposed to the functions of an employment office will gain a greater understanding of what to expect when they actually register at one as they begin their post high school (or postsecondary education) job search.

OBJECTIVES: Students will learn about the New Hampshire Employment Security Office's services and job applicant processing by visiting an office for an appointment. Students will gain an awareness of the advance preparation in terms of self-assessment, job history, job goal(s), salary requirements, etc. that must be done prior to making an appointment with an employment service.

MATERIALS: JOB NOTES '91 article, *After High School, Your First Step...New Hampshire Employment Security* (p. 23), and the *New Hampshire Employment Security* advertisement (p. 2); *NHES Services Form* (p. 54); *NHES Services Form — Facilitator's Guide* (p. 56)

PROCEDURE: (Prior to the start of this lesson, you as the facilitator will make contact with your local NHES Office to introduce them to the SOICC Curriculum unit. (Although NHES counselors statewide have been made aware of the unit, you might want to go into some detail about how you plan to teach it.) Make arrangements about the most appropriate days of the week to have the students from your class come to their (Continued)

office. You might want to create a sign-up schedule of times when students may visit the office so that not all of them will appear at the same day and time. Provide contact sheets or cards which contain the name of the office, a contact person, phone number, and directions to the building. In addition, it would be helpful to the NHES personnel who will be dealing with your students to receive advance copies of the *NHES Services Form* and *NHES Services Form — Facilitator's Guide*.)

Part 1 - (You may want to do this part of the lesson at the end of Lesson 13 — *The Job Hunt, Part I*.)

To open the lesson, say, *Last time we went over job search strategies and resources. Employment services were included on the traditional job search list. Arrangements have been made for you to make an appointment at the NHES Office to learn first hand about their employment services.*

Now, divide the group into "job hunt teams" which will have four members. Instruct these teams to arrange their joint appointment with the NHES Office. Explain that they have options about how they will report on their experiences/learnings. They may write a joint report or they may present a skit or role-play about their experiences. In either case, they *must provide information about NHES resources and services*. If they want to come up with an alternative way to report their experiences such as a video tape, or a TV show done in a news or magazine format, or a large comic strip cartoon, etc., review it with them and, if practical, let them use the format of their choice. Hand out the *NHES Services Form* to provide guidance and structure both for their appointment *and* for the 'in-class' or written reporting that will follow.

Part 2 - This will take a minimum of one class period. If most of the groups decide to do an oral presentation rather than a written report, two class periods may be required.

Collect any written reports that were prepared and then start listening to the skits, explanations of the large cartoon comic strips, videos, TV 'shows', role-plays, etc.

EVALUATION:

Administer the *Activity Feedback Form* (p.7).

FOLLOW-UP:

Send a thank-you letter to the personnel of the NHES Office. This can be done by the students if you prefer.



∞ NHES SERVICES FORM ∞

Directions: When you visit the NHES, you will learn about three of their basic job search services — Intake, Interview, and Job Referral. Fill in the blanks below as you take part in the various phases of your appointment. Since there are several of you in the group, you might want to agree ahead of time that each one of you will be responsible for filling out a particular part of the form. The information you gather will help you as you prepare your report for class. So be as complete in filling it out as possible!



INTAKE

1. When you visit your local New Hampshire Employment Security Office, you may tell the receptionist that you're looking for work and you'd like to speak with an 'employment interviewer' or 'employment counselor.' An interviewer can _____

2. An employment counselor can _____
and _____

3. Before seeing anyone you will be asked to fill out _____
It's important for you to come to the office prepared with the following information:

- _____
- _____
- _____
- _____
- _____
- In addition, NHES personnel will need to know _____

INTERVIEW

4. When you have a seated interview with an employment security worker you will be asked to _____

5. Based on this interview you will be assigned _____
which are based on _____

6. These occupational classifications are used to _____

JOB REFERRAL

7. If you meet the employer's specifications you will be given an introductory card. This card will have the employer's name and address and information on how to apply. Describe the process of applying to the employer _____

8. What kind of follow-up must be done with NHES if you are hired? _____
9. Can you return to NHES if you are not hired? _____

OTHER SERVICES

10. What kinds of job search preparation workshops are offered? _____
11. What kinds of career exploration services and inventories does NHES offer? _____
12. What kinds of referrals to other state agencies can NHES make? _____

ADDITIONAL QUESTIONS:

13. List any other tests that NHES administers _____
14. What does it mean to be placed on a register for a state job? _____
15. Does the NHES offer any special services to veterans? Explain _____
16. If you meet economic guidelines, you may be eligible for other programs. Describe these _____
17. What is a TJTC voucher? _____
18. What is Trade Adjustment Assistance? _____

OBSERVATIONS: Use the space below to list any additional observations that you would like to make about your experiences at the NHES Office.

If you chose to do a written report, it should be approximately 3 to 4 pages in length. Remember that you are writing it as a group.

Your verbal in-class report should be no longer than 20 minutes. Again, it is a group effort.

Your reports should contain:

- Correct information which is clearly stated.
- Answers to the above questions.
- Final conclusions

At the end of your written or verbal in-class report you should respond to the following:
From this visit I learned. With this information, I will now....

AUTHOR'S NOTE: I would like to thank Wendy Roper, Manager of the Portsmouth NHES, who provided me with the technical information about NHES services and resources that were needed to create this form and the accompanying *NHES Services Form — Facilitator's Guide*.



∞ NHES SERVICES FORM — FACILITATOR'S GUIDE ∞

The questions in the NHES Services Form were taken from the technical information below which was provided by Wendy Roper, Portsmouth NHES.

1. INTAKE

Visit your local New Hampshire Employment Security Office and tell the receptionist that you're looking for work and you'd like to speak with an employment interviewer or employment counselor. An 'interviewer' can match your vocational qualifications to listings in the Job Bank and refer you directly to an employer. An 'employment counselor' can make referrals to job openings but can also talk with you about your short or long range career plans, your vocational aptitudes and interests, or give you information about other services which may be available to you.

Before seeing anyone you will be asked to fill out a registration or application form. It's important for you to come to the office prepared with the following information:

- Your full name (no nicknames, please), address, phone number, and SS#.
- Any former jobs; include dates, job titles, duties, and salary.
- Educational background; include any special training or courses.
- Hobbies and interests.
- Any limiting factors that could affect the type of work which would be suitable for you.
- In addition, NHES personnel will need to know the hours and days you're available, your salary expectations and your transportation situation and commuting distance.

2. INTERVIEW

When you have a seated interview with an employment security worker you will be asked to elaborate on your background, the type of work for which you are looking, and any other assistance you would like. Based on this interview you will be assigned anywhere from one to six occupational classifications based on your experience, education, and interests. These occupational classifications are used to search our computer for suitable job referrals. Remember NHES is only able to refer to openings when you meet the employer's specifications.

3. JOB REFERRAL

If you meet the employer's specifications you will be given an introductory card. This card will have the employer's name and address and information on how to apply. When you apply for the position you will give the card to the employer and they will return it to NHES to let them know if you were hired.

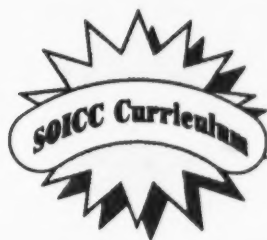
If you are not hired for a position, you may return to the NHES office as often as you like for additional referrals. NHES recommends a contact of once per week to stay up-to-date on the new openings that are coming in.

4. OTHER SERVICES

If you have interest in vocational services other than job referral there are many areas in which NHES can assist you. A partial list of services includes: vocational aptitude and interest testing, career exploration, job search preparation, and referrals to other community and state agencies.

5. ANSWERS TO THE ADDITIONAL QUESTIONS

- # 13 - Typing and data entry speed tests. Also tests for certain positions open through State Personnel.
- # 14. - Once you pass a test for a position open through State Personnel, your name is placed on a register for that position title. Any state agency that wants to hire for that position requests the register of names for people to interview.
- # 15. - Veterans receive preference in each of the 13 NHES offices. The Local Veterans Employment Representative, and in some offices a Disabled Veterans Outreach Program person can help them with the job search, training, and supportive services through the Veteran's Administration. In addition, every job order is file searched for veterans first, giving them referral preference for every job.
- #s 16. & 17. - Job training or tuition assistance through the Job Training Council, or the Targeted Jobs Tax Credit Program which gives a tax credit incentive to the employer to hire you, if you meet eligibility guidelines.
- # 18. - The TAA is available to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports. It includes a variety of benefits and reemployment services. Workers may be eligible for an allowance for the job search or relocation, and training for reemployment.



Lesson 15 — The SOICC JOB NOTES '91 Crossword Puzzle

COMPETENCY STATEMENT: The answers to this puzzle may be found in the *SOICC JOB NOTES '91* articles and Career Planning Table. The Articles cover many of the *National Career Development Guidelines Competencies*.

GRADE LEVEL: 9-12

SIZE OF GROUP: 25-30



MATERIALS: *JOB NOTES '91 Crossword Puzzle* (p. 58); *JOB NOTES '91 Crossword Puzzle Answer Key* (p. 59)

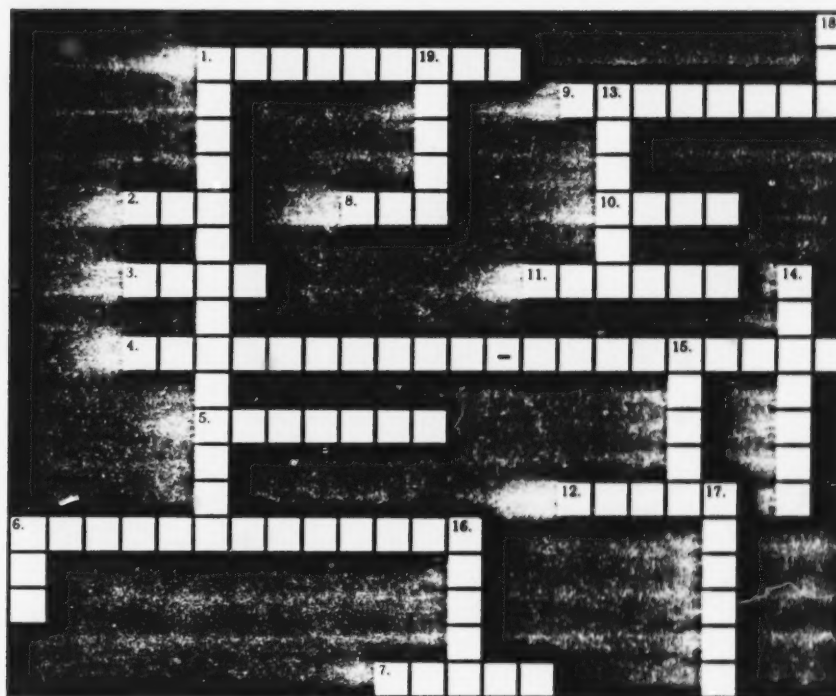
PROCEDURE: This crossword puzzle may be used in a variety of ways:

- It is a good way to introduce *JOB NOTES '91* to students.
- It may be used as a pre- and post- test as a way of assessing how much students gained from the *SOICC Curriculum JOB NOTES '91* unit.
- It may be used as a back-up lesson when having a substitute teacher, i.e., the substitute may hand out the puzzle for students to complete in class. Following completion, s/he shares the answer key and facilitates a discussion around the questions and answers in the puzzle.
- It may be placed in the school or guidance department newsletter to stimulate interest in *JOB NOTES '91* and the career planning process it advocates.



JOB NOTES '91 CROSSWORD PUZZLE

The answers to this puzzle may be found in the SOICC JOB NOTES '91 articles and Career Planning Table.



ACROSS

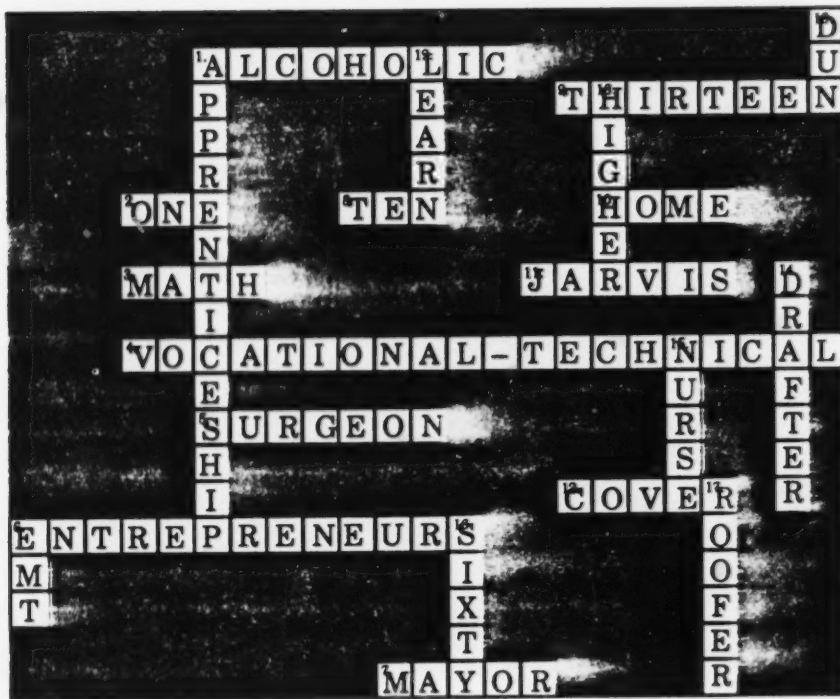
1. Untreated _____ employees are absent 2½ times as many days as other employees.
2. Most résumés are _____ page(s) long.
3. The good news about learning _____ and science is that many of the highest paying and fastest-growing fields are in those areas.
4. Eighteen of the twenty fastest-growing occupations within the next decade require _____-_____ education.
5. One of the 25 most stressful jobs in the U.S.
6. People who start their own businesses.
7. Another one of the 25 most stressful jobs in the U.S.
8. The odds are around _____ thousand to one that a high school athlete will ever be able to make a living as a professional athlete.
9. The New Hampshire Division of Employment Security has this number of offices across the state.
10. Most of a student's perception of the world of work is shaped by what happens at _____.
11. For information on apprenticeships you may contact Jack _____.
12. A _____ letter introduces your résumé.

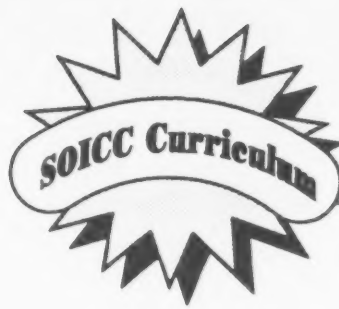
DOWN

1. A formal system of career training that combines technical on-the-job-training with theoretical education.
6. Initials of the job title of a person who administers first aid and transports a sick or injured person to medical facilities working as a member of a medical team.
13. By choosing a nontraditional occupation over a traditional one, women can generally expect a _____ income.
14. A nontraditional career for women.
15. A nontraditional career for men.
16. In 1988, almost _____ percent of working women were single, divorced, widowed, separated, or had a husband earning less than \$15,000.
17. The total New Hampshire employment for this job (from the Career Planning Table) is 275. Annual salary is \$24,232.
18. The title of a directory that lists and describes corporations is _____ and *Bradstreet Reference Book*.
19. In a recent study by the *American Society for Training and Development*, learning to _____ was identified as a new basic skill that is prized by employers.



~ JOB NOTES '91 CROSSWORD PUZZLE ANSWER ~





APPENDIX

**THE
NATIONAL
CAREER
DEVELOPMENT
GUIDELINES
High School Level
Competency Statements
and Indicators**



~ NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES & INDICATORS ~

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make decisions about secondary and postsecondary education, entering the world of work, and financing further education and training. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

Self-Knowledge

Competency I: Understanding the influence of a positive self-concept.

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
4. Demonstrate an understanding of environmental influences of one's behaviors.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

Competency II: Skills to interact positively with others.

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Competency III: Understanding the impact of growth and development.

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

Competency IV: Understanding the relationship between educational achievement and career planning.

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe the relationship of academic and vocational skills to personal interests.
3. Describe how skills developed in academic and vocational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupational requirements.
6. Describe how learning skills are required in the workplace.

Educational & Occupational Exploration

Competency V: Understanding the need for positive attitudes toward work and learning.

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

Competency VI: Skills to locate, evaluate and interpret career information.

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in selected occupations as possible information resources, role models, or mentors.
7. Describe the influence of change in supply and demand for workers in different occupations.
8. Identify how employment trends relate to education and training.
9. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a résumé and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment.

Career Planning

4. Demonstrate an understanding of the global economy and how it affects each individual.

Competency IX: Skills to make decisions.

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X: Understanding the interrelationship of life roles.

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
3. Describe ways in which occupational choices may affect life style.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency XI: Understanding the continuous changes in male/female roles.

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

Competency XII: Skills in career planning.

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of postsecondary vocational and academic programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan, updating information from earlier plans and including tentative decision to be implemented after high school.



APPENDIX B
Prioritizing Your Values
(an assessment exercise)

Prioritizing Your Values

© 1986

By Judith D. Randall

Career Development Specialist

Objective: To promote the importance of the assessment of values in the career/life planning process. To help participants prepare a prioritized list of their values to consider in their career planning.

Grade level: 8th grade through adult.

Time required: One hour to an hour and a half.

Materials/Resources: Work Values Inventory (see p. 4 of the JOB NOTES '91 Curriculum); 5 small pieces of paper per participant; pencils.

Procedure: This exercise may be used with individual clients or with a group. The leader/counselor administers the Work Values Inventory, instructing participants to choose their five favorite values from among all those which received a 4 on the inventory. The top five values are then to be listed in order of priority with #1 being the most important. Write this list on the bottom of the second page of the inventory. Participants are then requested to write one of the values on each of the five slips of paper that was given to them by the leader. The participant places the five slips of paper with a different value on each piece in front of them on the desk. At this point, the inventory is put aside.

The group is then led through a fantasy exercise to test these values. The leader says,

"Imagine that you are in your ideal work situation – don't be concerned about job titles – and that each of these five values is being filled. Go over in your mind how each value is being filled – take your time and imagine each one in detail and how it feels to have that value fulfilled." The leader must be sure to leave enough time during the fantasy for participants to go over each value in their minds.

After the fantasy, the group is asked to look at the five values on the slips of paper in front of them. The leader says, "I will now come around and take one of your values away – you may never have this value filled again, not in your personal life or your work life. Which one would you be willing to give up?" The leader then tells participants to place a #5 on the "given up" value slip of paper.

The leader then leads the participants through another fantasy saying, "Now you have given up one of your values and you are still in an ideal work situation; you still have four values which are being met. Has your work life changed? What does it feel like to lose the value? Are the other values still being filled in the same ways or has that changed now? Go over each value in your mind and think again about how each is being filled." The leader then repeats the values stripping part of the exercise and asks the participants to number the next value taken away as #4. The fantasies and value stripping are repeated until there is one value left which is given a #1. As each value is taken away, the leader should pay close attention to all affects of each of the participants so that in the discussion process that follows, the leader can give feedback about the effects that giving up the values had on individual participants.

The participants are then made aware that they have prepared a second list of prioritized values as a result of going through the fantasy exercise. Instruct them to take out the inventory again and look at the first list of prioritized values that they put on the bottom of the last page. They are asked to compare the two lists (the lists rarely agree); the leader then discusses why the second list is probably more accurate as it came as a result of being placed in a work situation.

The leader facilitates a discussion of the exercise, asking how it felt to give up their values – When did it become impossible to give up more? Did it require that compromises be made? Were there conflicts? The leader wraps up the exercise with a reinforcement of the importance of values in career/life planning.

APPENDIX C
JOB NOTES '91 Curriculum Feedback Form



☞ JOB NOTES '91 Curriculum Feedback Form ☞

Please fill out a form for each lesson that you use and return to Judith D. Randall, 36 Mace Road, Hampton, NH 03842. We look forward to hearing from you. THANK YOU!

○○○○○○○○○○

Your name (and title): _____

Your school: _____ phone: _____

I used this curriculum piece with _____ grade(s)

Title of lesson: _____ On page: _____

Competency area(s) and indicator(s): _____

Age level: _____

Is the activity appropriate to the age level indicated? _____

Comments: _____

Would you recommend any additions? _____

Comments: _____

Any deletions? _____

Comments: _____

It would be helpful to have curriculum written for JOB NOTES '92. _____ yes _____ no

Please give your overall impressions here:

Fold

FROM:

stamp

TO:

Judith D. Randall, *Career Development Specialist*
36 Mace Road
Hampton, NH 03842